

# King's Preschool Bicester

Bicester East Community Centre, Keble Road, Bicester, Oxfordshire, OX26 4TP

## Inspection date

16/07/2014

Previous inspection date

24/04/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

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## The quality and standards of the early years provision

### This provision is good

- Children are happy and settled as they have good relationships with staff.
- Staff interact with enthusiasm and skill in children's exploration to extend their ideas and provide additional challenges. As a result, children are motivated to learn and make good progress in all areas.
- Parent partnerships at the pre-school are strong. Staff and parents regularly share information about children's development, which supports continuity of learning at home and pre-school.
- Staff work well to support children to learn about and develop healthy lifestyles. This supports children's good health and well-being.

### It is not yet outstanding because

- Staff do not always provide as broad a range activities to strengthen children's awareness of other people's lives.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the building.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector conducted a joint observation with the manager.
- The inspector observed n and staff playing and interacting indoors and outside.
- The inspector sampled children's learning journals, policies and procedures and evidence of staff's suitability to be working with children.

## Inspector

Tracey Hicks

## Full report

### Information about the setting

King's Preschool Bicester registered in 2008. It operates from the Bicester East Community Centre, in Oxfordshire. Kings Preschool is a registered charity and is run by Oxfordshire Community Churches, managed by a committee of volunteers. The pre-school is a Christian based group, although children from all faiths are welcome to attend. The premises are comprised of a hall, a smaller room, a kitchen and toilet facilities. The main room opens directly onto an enclosed outdoor play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The opening times are from 8.30am to 11.30am, Monday to Thursday, during term time only. There are currently sixteen children on roll, who are all in the early year's age group. The pre-school receives funding to provide free early education for children aged two, three and four years old. The pre-school supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The pre-school employs four members of staff, who work directly with the children. The Manager holds a level 6 Early Years qualification, the deputy manager is qualified to level 3, with an additional member of staff qualified to level 2.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- further strengthen the range of activities to fully support all children's understanding of other cultures and customs.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the learning and development requirements. They carry out regular observations to identify what children's current skills and abilities. Additional information which staff gather from parents when their children start helps to identify children's starting points. This helps staff to plan activities and experiences which provides challenge and interest for children. Consequently, children enjoy learning through play and make consistent good progress towards the early learning goals. Parents are encouraged to contribute to their children's learning stories and are regularly kept up to date by their child's key person on the progress that their individual child has made. For example, at the start of the year parents meet with their key person to discuss the child's needs. Staff prepare a summary reports at the end of the year on their child's stage of development and their next steps in their learning. At present the staff and manager are developing a system to link initial start points with the progress made throughout the year. This will provide additional assessments to ensure all children make consistently good progress.

Children have the opportunity to explore and create ideas using their own imagination. For example, children playing outside use a watering can to fill up a play tray and pretend that it is the sea. Staff skilfully extend this interest, providing paper boats and straws for the children to blow to represent the wind. This helps to support children's knowledge of floating and sinking.

Children have good opportunities to practise and extend their communication and language skills. Staff listen attentively to them and use good questioning techniques to enable the children to think about and respond accordingly. Staff provide activities and resources to enable children to develop an understanding of numbers. For example, children use mathematical language during play, counting brick and cars as they play.

Staff provide children with daily opportunities to be creative. Children thoroughly enjoy arts and crafts activities. They enjoy combining different materials to make collages. Staff support and extend children's creativity by asking the children to describe what they are making. This further promotes children's language development as they develop their vocabulary to describe what they are doing. Staff provide lots of different activities and resources both indoors and outside. This means that children are able to choose whether they play outside or remain indoors. Children enjoy investigation how water flows as they combine lengths of guttering before pouring water down. This enables children to develop confidence in problem solving as they are rewarded with flowing water. Other resources, such as bicycles and sit and ride cars enable children to develop their physical skills and learn to move safely around the outside space.

Overall, staff provide a broad range of activities and experiences which cover all seven areas of learning. They help children to learn about equality and diversity through activities and resources. However, there is not always enough focus on activities to enable children to fully learn about other customs and cultures. This means that children are not always able to learn what makes us unique. Staff support a number of children who learn English as an additional language. They use visual timetables and planning so children and parents can clearly see what activities are planned for each session. Staff ask parents for key words in children's home languages when they first start, which helps children to settle and develop their understanding of the English equivalent. This helps children to develop their spoken English and communicate with children and staff.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settled at pre-school, as there are good procedures for settling in children. Parents and staff work closely together to support children. Staff find out about children's likes and dislikes and current abilities and skills through conversations. This information helps staff to plan familiar activities and experiences to engage children as they develop confidence in their new key person and the environment. Staff are consistently good role models. They promote kindness and respect and are calm and caring towards the children and each other. Therefore, children learn to be considerate and respectful of one another and behave well. Staff use a range of techniques to help

children learn to share and take turns. For example, they use sand timer to help children take turns with resources, such as the bicycles outside. Consequently, children learn to manage their own behaviour, which supports their social skills.

A good key person system works well to meet children's individual needs and to support them as they move on to the next stage of their education. Staff work closely with parents and teachers at the local school to enable children to confidently move onto school. Staff help children to learn about the importance of leading healthy lifestyles. Children recognise why they need to wash their hands after being outside or before eating, which helps to minimise the risk of cross infection. Staff provide children with healthy, balanced and nutritious snacks, such as breadsticks and cucumber. They talk to children about eating healthy foods, which helps children to make good food choices and supports their good health and well-being. Plenty of opportunities to play outside enables children to enjoy the fresh air and develop their physical skills on the range of play equipment staff provide. Staff ensure that there is fresh drinking water available to the children at all times. They talk to the children about the effect exercise has on their bodies and encourage them to drink plenty when the weather is hot.

Staff promote safety throughout the activities and routines and encourage children to understand about risks and hazards. For example, staff remind children to pick up toys when they fall on the floor to stop other children falling over. Children learn to follow instructions for leaving the building safely because staff remind them how to walk nicely and hold hands.

Parents are actively involved with the preschool and are regularly encouraged to volunteer or come to an event organised by the staff. For example, parents were invited in to share sports day and a picnic with the staff and their children. Parents frequently volunteer at the pre-school, which enables them to support their children and find out more about the routines and activities which children enjoy. Staff have good relationships with the parent's, which means that information is shared daily about children's learning and development.

### **The effectiveness of the leadership and management of the early years provision**

The manager meets the legal requirements for safeguarding and welfare. She ensures that staff receive regular safeguarding training. This helps staff to be confident in the procedures they must follow should they have any concerns about children in their care. Staff carry out daily risk assessments and checks on the outside environment. For example, before the children went to the local park for sports day, staff went and checked the park for hazards. This enables staff to be aware of the possible hazards and minimise those to help keep children safe.

There is a good range of policies and procedures in place, which helps to maintain the smooth running of the pre-school. The manager completes robust procedures when recruiting new staff. For example, all staff completes suitability checks through the

Disclosure and Barring Service prior to starting work. Therefore, all staff working with children are suitable. The manager ensures that all new staff follows the induction procedure and spends time learning the policies and procedures, and their own individual job roles and responsibilities. Ongoing supervisions and appraisals further support staff as they provide opportunities for them to request additional training or discuss any concerns they may have about children in their care.

The manager has a positive commitment to meeting the requirements for learning and development. She monitors the observations and assessments which staff complete on their key children. This helps to ensure that staff are correctly identifying children's abilities and stages of development. Consequently, planning responds to what children need to learn next and therefore enables them to make good progress across all areas of learning. The manager and staff are developing additional systems for recording children's development. They are working on introducing a detailed, wider analysis to show any gaps in children's learning. However, this is in the early stages and is still developing. The manager also carries out observations on the staff, which enables her to monitor the quality of teaching. She evaluates the impact of staff teaching on children's learning, which enables her to provide additional training or support where necessary. This helps to ensure that the quality of teaching is consistently good and therefore, supports children's progress well.

The manager and staff are reflective of their practices and the educational programmes which they provide for children. The views of the parents are sought through verbal feedback and questionnaires. Staff talk to and observe the children to find out what areas of the pre-school could be improved. Therefore, plans for improvement take into account the views of the staff, parents and children. Current improvement plans are to enhance the outside play area. The manager and staff welcome the involvement of parents and other carers. Parents comment that their children have all settled in well and they appreciate the warm interaction of staff who keep them well informed and actively involved. There are links in place with external professionals, such as special educational needs coordinators. They are able to visit the pre-school to observe children in their familiar environment. This also enables staff to share information about children's progress to put into place educational plans which supports children's learning and development. Consequently, all children make good progress in relation to their starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY363131
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	844231
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Oxfordshire Community Churches
<b>Date of previous inspection</b>	24/04/2012
<b>Telephone number</b>	01869 240 651

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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